

Annual Unit-Based Validation Using Simulation

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Nurses require ongoing education and validation of knowledge as new techniques and technologies are implemented. Simulation was added during annual validation day experiences for staff on a 14-bed Trauma Neuro Intensive Care Unit (TNICU).

- RN Educational Backgrounds (Diploma, Associate, Baccalaureate, Master degree)
- RN Experience Range (< 1 year to > 35 years)

Variables for Consideration

Education Days (1995 - 2014)

One to one mentoring
Return demonstration
Focus on safe equipment use
Set date(s)/No set time



Validation Days (2014 - Present)

Small team experience
Interactive demonstration
Focus on validation of knowledge/skills
Set dates and times

Enhancing Traditional Teaching Strategies

Trauma case simulation station and TNICU specific hands-on skill demonstration stations including: ventriculostomy and monitoring set-ups, lumbar drains, subdural drains, Bispectral Index monitoring (BIS), fiber optic intracranial monitoring and rapid volume infusion equipment (Belmont rapid infuser), a code cart and a stroke poster with test questions.



Validation Day Outline

Offered every 2 hours over two days

DAY 1: 1400-2200

DAY 2: 0500-0930

Part 1: Simulation/Debriefing (45 minutes)

Begins on even hour
4 to 5 RNs per time slot

- Debriefing immediately following ICU/trauma case study simulation activity allows for discussion of assessment, actions and reactions to the scenario; including what went well, not so well, and what could have been done differently.

Part 2: Individual Skill Stations (1 hour)

- Validation on low volume/high risk skill competencies
- RN's circulate through skill stations at their own pace

Outcomes



Teams work cohesively with all attention focused on the trauma patient in crisis. Utilizing advanced technology in a safe environment increases nurse confidence and improves clinical outcomes in critical situations.

Reference:

1. Katsaliaki, K. & Mustafee, N. (2011). Applications of simulation within the healthcare context. *The Journal of the Operational Research Society*, (62)8, 431-1451.
2. Boling, B. & Hardin-Pierce, M. (2016). The Effect of high-fidelity simulation on knowledge and confidence in critical care training: An integrative review. *Nurse Education in Practice*, 16, 287-293.



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